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ABSTRACT

This awareness packet consists of materials associated with a nationally validated program designed to prevent school failure by identifying the developmental levels and learning styles of 4-, 5-, and 6-year-old children. Materials concern: the bimodal curve range of development of kindergartners and their characteristics; developmental characteristics of children 3 through 6 years of age; an effective teaching strategy model; program components for the Early Prevention of School Failure (EPSF) project; team screening and conferencing; parent information; a class list for modality instruction; effective teaching strategies for meeting children's developmental needs at different developmental levels and with diverse learning styles; current evaluation studies; selected research studies and practices related to school success for kindergarten children; an adoption agreement for schools implementing EPSF programs; a budget worksheet for these schools; a purchasing order; a list of awareness materials; and EPSF observation guidelines. A classroom observation checklist for EPSF is provided. (RH)

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EARLY PREVENTION OF SCHOOL FAILURE is a program designed to prevent school failure by identifying the developmental levels and learning styles of four, five and six year old children. Interpretation of screening information is matched to curriculum resources and effective teaching strategies so teachers can provide an academically successful learning environment for today's children.

The program uses a professional team to screen, conference, and educationally plan developmental activities for each identified "need" child. addition, materials are provided for the average and developmentally advanced children to enhance their learning experiences.

Visitations and inservice workshops are provided by the Early Prevention of School Failure staff and over 400 certified trainers located throughout the United States.

EPSF IS A PROGRAM THAT WORKS FOR CHILDREN, EDUCATORS AND PARENTS

This Nationally Validated Program Is Sponsored by:

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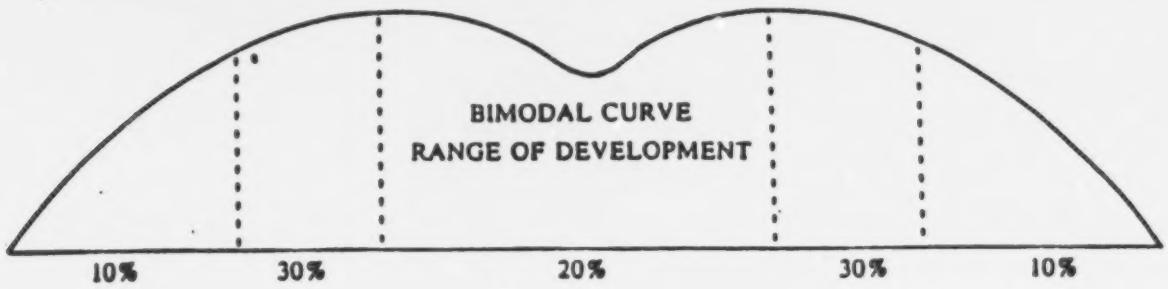
EARLY PREVENTION OF SCHOOL FAILURE
RESPONDS TO CURRENT NEEDS

1. DEVELOPMENTAL RANGE



Considerable Need

Considerable Strength

2 1/2 years _____ **9 1/2 years**

This graph, developed from data collected on 50,000 kindergarten students, represents a typical class of 25 children. It demonstrates that more children are coming into school with advanced skills or developmental lags.

2. CHANGING FAMILY STRUCTURES

An increasing number of households are presently headed by single parents, usually women, whose income many times is at or below the poverty level.

3. MEDICAL ADVANCEMENTS

The survival rate of premature/low weight children has increased because of medical advancements. Research indicates that premature children may have a greater chance of visual problems or difficulty in cognitive processing if oxygen was limited because of underdeveloped organs.

4. INCREASING ACADEMIC DEMANDS

Concern has been expressed that our children will not be able to survive foreign competition. As a result, the push is on to teach more . . . faster . . . earlier. Forcing skills by intensive instruction can cause the child to use immature, inappropriate neural networks and possibly distort the natural growth process. (Your Child's Growing Mind, Healy; 1987) EPSF allows us to improve opportunities for academic success through a sound understanding of a child's developmental needs.

5. WHEN CHRONOLOGICAL AGE DOESN'T EQUAL DEVELOPMENTAL AGE

Much has been written about immature children with summer birthdays and children with developmental lags. In many cases the only appropriate or available placement for these children is in the traditional classroom where teachers provide a curriculum planned for an "average" five year old. EPSF offers methods and materials that will provide successful experiences for developmentally delayed as well as developmentally advanced children.

ONE TYPE OF CURRICULUM WILL NO LONGER MEET THE WIDE RANGE OF DEVELOPMENT FOUND IN TODAY'S CLASSROOMS.

DEVELOPMENTAL CHARACTERISTICS OF THREE, FOUR, FIVE AND SIX YEAR OLD CHILDREN

The years from **three** to **six** are very special. Children are operating, growing, and learning rapidly. Chronological age only indicates how long a child has lived, not where the child is in terms of his or her developmental progress. It is important to understand the different developmental stages of **three, four, five** and **six** year old children to be more aware of their distinctive needs.*

LANGUAGE DEVELOPMENT OF A THREE YEAR OLD

(1) Disengages words from actions

(2) Realizes the importance of words to communicate ideas, relationships, and feelings

(3) Communicates in a purposeful manner

(4) Imitates words and actions

LANGUAGE DEVELOPMENT OF A FOUR YEAR OLD

(1) Asks many questions

(2) Likes to play with words

(3) "WHY" and "HOW" appear in many questions

(4) Combines facts and fancies rather than building logical sentences

(5) Talkative

LANGUAGE DEVELOPMENT OF A FIVE YEAR OLD

(1) Speaks in complete sentences

(2) Speaking vocabulary of 4,000 words

(3) Likes to play with new and unusual words

(4) Sees the relationship between spoken words and dramatic play

LANGUAGE DEVELOPMENT OF A SIX YEAR OLD

(1) Beginning to synthesize stories and ideas

(2) Is able to decode sounds and sound patterns easily

(3) Uses associative and descriptive words

(4) Sequences letter patterns as well as word patterns

(5) Controls language to communicate more effectively

(6) Love to explore the world around them

When is a child developmentally ready for reading and writing?

*Developmental characteristics available for visual, auditory and motor areas.

EFFECTIVE TEACHING STRATEGY MODEL

Based on Research and Practice in 50,000 Classrooms over a Period of 15 Years

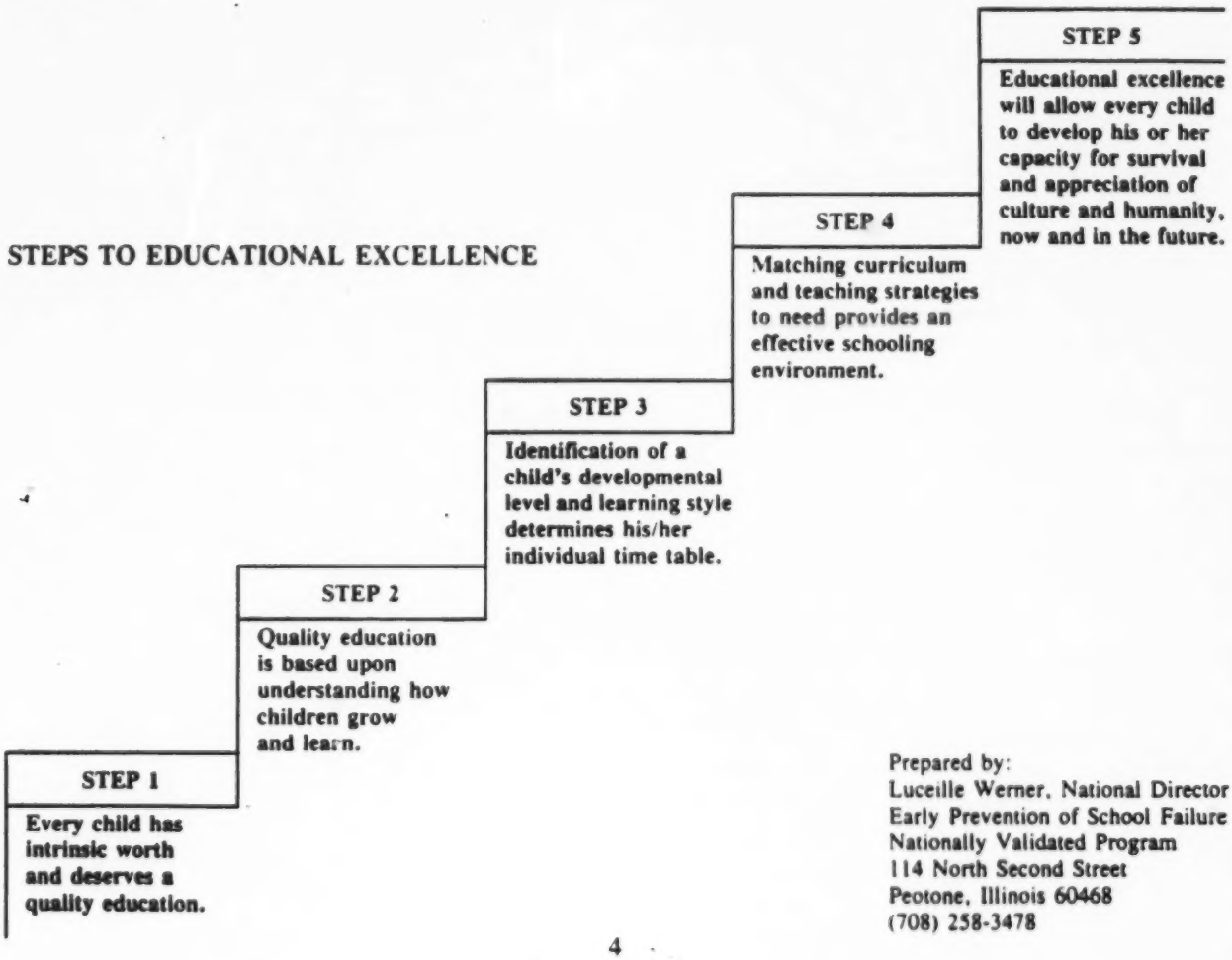
Purpose

The purpose of the EPSF Effective Teaching Strategy Model is to provide the classroom teacher with the skills and knowledge to provide appropriateness and intensity of instruction to the different developmental and/or achievement levels in a class.

Providing teachers with the opportunity to choose from a variety of Effective Teaching Strategy modules will contribute to maintaining high expectations for the achievement of all students regardless of family background or social class characteristics.

In developing the EPSF program (beginning in July 1971) everyone was committed to the goal that all students can be successful in school. The schools are for the students; therefore, the learning environment should be conducive to challenging and successful academic experiences for all.

The best we know about program improvement was used as the basis for the development of the EPSF program. The steps to academic excellence for all students involve a knowledgeable and trained team of parents, teachers, and administrators. The steps described below are primary to the development of an effective learning environment.


STEPS TO EDUCATIONAL EXCELLENCE
STEP 1
Every child has intrinsic worth and deserves a quality education.
STEP 2
Quality education is based upon understanding how children grow and learn.
STEP 3
Identification of a child's developmental level and learning style determines his/her individual time table.
STEP 4
Matching curriculum and teaching strategies to need provides an effective schooling environment.
STEP 5
Educational excellence will allow every child to develop his or her capacity for survival and appreciation of culture and humanity, now and in the future.

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EARLY PREVENTION OF SCHOOL FAILURE

PROGRAM COMPONENTS

The goal of the Early Prevention of School Failure program is to prevent school failure through early identification of developmental needs and learning styles of all **four** to **six** year old **children.**

TEAM SCREENING

All incoming students **four** to **six** years old are screened in five modality areas: Language, Auditory, Visual, Fine Motor and Gross Motor. Speech, vision, and hearing are also assessed. Using a battery of validated testing instruments, screening is done by a team of educators.

TEAM CONFERENCING

Observations, screening test scores, results of criterion referenced items and parent information are compiled and evaluated. Appropriate educational recommendations are made regarding each child's learning style and special needs. Many children will be successful with the regular classroom materials, but others will demonstrate a need for the EPSF curriculum and perhaps even a need for further diagnostic evaluation.

EDUCATIONAL PLANNING

Based upon the conference recommendations, teachers plan activities to meet the needs of the child. The identified need children receive appropriate individual and small group instruction followed by practice at centers. Classroom experiences may include themes or units as well as reading and writing whole language activities. Sequential skills are coded in the EPSF Resource Index and Management Guides. Numerous suggestions for concrete, semiconcrete, and abstract learning activities are provided in the resource guides and Parent Activity Cards.

DIRECT MODALITY INSTRUCTION

During 10-20 minutes of daily modality instruction, identified children practice basic skills in their concern areas under the supervision of the classroom teacher, specialist or parent volunteer. The management system provides a format for simplified record keeping as children practice and master the skills. Extended developmental experiences provide opportunities for all children to integrate their skills as they explore their environment.

PARENT INVOLVEMENT

Parents are encouraged to become knowledgeable about the program, to volunteer in the classroom and/or work with their children at home.

EVALUATION

Identified students involved in the program are evaluated at the end of the year to determine the developmental gains in modality area(s). Assessment is made with the Peabody Picture Vocabulary Test, Preschool Language Scale, Developmental Test of Visual Motor Integration (and an achievement test if mandated by the district or state).

TEAM SCREENING

RATIONALE - The following procedures have been selected and developed by the staff to assess (1) maturational levels of modalities for learning: auditory, visual, and motor synthesis; and (2) each child's experiences and adjustments. These measures are appropriate for four to six year old children. The screening battery provides information on the developmental range of a class. The screening results are based on the chronological age of each child. Raw scores are compared to a norm group of the same age.

SCREENING TEAM - Professional staff of four or five persons:

Principal or Administrator	Psychologist
Kindergarten or First Grade Teacher	Counselor
Learning Disability Teacher	Social Worker
Chapter I Teacher	Parent
Migrant Teacher	Teacher Assistant
Speech or Language Specialist	

ASSESSMENT INSTRUMENTS

Peabody Picture Vocabulary Test - Revised (PPVT-R) Form L

- Individually administered, norm referenced
- A measure of receptive language or hearing vocabulary
- Five training items followed by test items in order of increasing difficulty
- Four simple illustrations in a multiple-choice format
- Child points for each item to the picture that best illustrates the meaning of a word prescribed orally by examiner

Motor Activity Scale - Revised (MAS-R)

- Individually administered, norm referenced
- A measure of perceptual motor skills
- Twenty-eight performance items for a total raw score of 30 points
- Test materials include sixteen foot prints, three yarn balls, three beads and one shoe lace
- Child responds to examiner's presentation of materials and oral directions

Preschool Language Scale - Revised (PLS-R)

- Individually administered, norm referenced
- A measure of integrative modality skills (language, visual and auditory)
- Forty-three performance items for a total raw score of 50 points
- Test materials including felt shapes, toys and cards are contained in a "kit"
- Child responds to examiner's oral directions, stimulus cards and a variety of designated toys

Visual Motor Integration - Revised (VMI-R)

- Individually administered, norm referenced
- A measure of integrated visual, motor skills
- Twenty-four developmentally sequenced forms to be copied with a paper and pencil
- Each form has a scoring value of one to four points for a total of 50
- Child responds to oral directions to copy forms until he scores 0 on three consecutive forms

Draw A Person Test - (DAP)

- Individually administered
- A measure of a child's "pattern" of ability, or general ability
- Examiner uses short scoring guide to score drawing for a possible total of 28 points
- Each child should be provided with a pencil and a sheet of white paper 8½ x 14
- Child responds to examiner's (1) oral directions, "Draw a man or woman," and (2) request to, "Tell me about your picture."

Speech and language evaluation screening tests are sometimes used by language specialists and speech therapists. Provision has been made to include these test results in the computer printout. (See Adopter's Guide to the EPSF Computer Program.)

NOTE: EPSF team members may wish to contact test publishers for screening instruments available in languages other than English.

TEAM CONFERENCING

Sample Teacher Pretest Report

EPSF DIAGNOSTIC STUDENT PROFILE

Chatham

STUDENT NAME: Sarah Moyer
DOB: 8/15/84
CHRONOLOGICAL AGE: 5-1

TEACHER'S NAME: Mrs. Lewis
TEST DATE: 9/1/89

	RL	EL	AD	VM	VD	FM	GM
CONSIDERABLE STRENGTH	.	.	X	.	.	.	.
MODERATE STRENGTH	.	.	.	.	.	.	.
AVERAGE	.	X	.	.	.	.	X
MODERATE NEED	X	.	.	X	X	X	.
CONSIDERABLE NEED	.	.	.	.	.	.	.

RL = Receptive Language
EL = Expressive Language
AD = Auditory
VM = Visual Memory
VD = Visual Discrimination
FM = Fine Motor
GM = Gross Motor

SPEECH OBSERVATIONS:
ARTICULATION: Clear
HEARING: Passed
VISION: Passed

RECEPTIVE LANGUAGE: Moderate need

EXPRESSIVE LANGUAGE: Average

AUDITORY: Considerable strength

VISUAL MEMORY: Moderate need

VISUAL DISCRIMINATION: Moderate need

FINE MOTOR: Moderate need

GROSS MOTOR: Average

SUPPORT INFORMATION:
Sarah was able to identify the following colors: red blue green orange yellow white
Sarah was able to identify the following shapes: triangle circle
Sarah could count to 9 in sequence.
Sarah WAS able to print her name.
Lateral dominance was as follows: FOOT = R HAND = L EYE = R

RESULTS:
PPVT = 4 - 3 VMI = 3 - 11 DAP = 4 - 0 MAS = AV
PLSI = MN PLSII = MS PLSIII = CS PLSIV = AV PLSV = MN

COMMENTS:
PLS: Followed by two auditory and two visual directions / Good listening skills
PPVT: Slow to respond / Repeated word
VMI: Task difficult / Switched hands
DAP: Poor pencil grip / Few details
MAS: Good balance and dexterity

EARLY PREVENTION OF SCHOOL FAILURE
PARENT INFORMATION

STUDENT: Sarah Moyer
DOB: 8/15/84
CHRONOLOGICAL AGE: 5-1

TEACHER: Mrs. Lewis
DATE OF SCREENING: 9/1/89
SCHOOL: Chatham

Your child, Sarah, performed in the following areas:

RECEPTIVE LANGUAGE: Moderate need

Words and their meanings are important to the learning process. Sarah will benefit from learning the terms for objects in your home. Start with activities that name all the parts of clothing such as: shirt, sleeves, collar, pockets, button, zipper, cuffs, laces. Having a storehouse of vocabulary words and their meanings will enrich future learning.

EXPRESSIVE LANGUAGE: Average

Expressive language is the term used to describe the ability to express thoughts and ideas. Communication skills develop as we learn to speak in complete sentences. Use descriptive words in your speech and she will model your language patterns. Read to Sarah. Books introduce many new words from outside your customary environment. Ask her for her point of view on a family issue. Being able to express oneself clearly can be one of life's greatest assets.

AUDITORY: Considerable strength

Auditory skills enable us to take in sounds and process those sounds to expand concepts and experiences. Children receive hundreds of auditory instructions every day at home and school. Games to help her learn to remember what she has heard can be very helpful. Give her one and two step directions; then build up to three step directions such as, "Stand up, count to five and turn around twice." Help her to memorize phone numbers of family and friends. Remember to play games, like "Simon Says," which make learning fun.

VISUAL MEMORY: Moderate need

Visual memory is the ability to see and remember the placement of an object or series of objects. Visual memory is critical to Sarah's ability to read words such as "the" and "who." Any game that allows her to view, remove, and correctly replace an object is good practice for learning to read . Start with real objects like tableware, pencils or small toys. Lay out a set of toys; then, shield them from Sarah's view and mix up the order. Ask her to put them back in the correct order. After working with real objects, switch to symbols such as shapes, letters, and numbers. Increase the difficulty by moving from two or three items to five or six items.

VISUAL DISCRIMINATION: Moderate need

Visual discrimination is the ability to recognize differences and similarities among the things we see. In reading, this skill helps us to identify quickly words we have already learned. Visual discrimination also keeps us from confusing words that have a similar appearance such as "tan" and "ton," Children need experiences sorting and grouping similar objects (like bolts, screws, buttons, shells). Sarah might also enjoy making a book by cutting out pictures from magazines. Farm or zoo animal books are favorites. She might like to make a book of words that begin with the same letter as her first or last name.

FINE MOTOR: Moderate need

Fine motor refers to Sarah's ability to plan and perform tasks with her hands. Children need to develop and coordinate eye, hand and arm muscles to learn to write, a skill they will use throughout their lives. Working with real clay is a fine muscle builder. Measuring and pouring, using plastic containers, is a fun sink or bathtub game. Valuable fine muscle training exercises include: tearing paper into strips or shapes, using blunt end scissors to cut newspapers or magazines, and helping dad or mom cut coupons.

GROSS MOTOR: Average

Gross motor skills involve the development and coordination of the body's larger muscles (legs, arms, trunk) to produce effective and controlled movements. As Sarah progressed from infancy into childhood, you saw her sit, crawl, stand alone, walk and run. Now there are additional skills she needs to develop (galloping, throwing, catching, skipping, hopping, and balancing). Many of these activities need someone to join in the fun. Sarah learns through interacting with you. Remember jump rope, and other old games, like hopscotch, are still the most fun.

When working with Sarah remember to:

1. Work for short periods.

2. Make the experience fun.

3. Work on Sarah's level. If she has difficulty with the activities suggested, simplify them. If they are too easy, make them more challenging.

Listed below are a few standard games, activities and materials that are excellent for Sarah's development:

- Jump Rope
- Lacing Cards
- Dot to Dot Books
- Tracing Books
- Peg Boards
- Stencils and Templates
- Puzzles
- Balls
- Clay
- Memory Games
- Perfection
- Candy Land
- Go Fish
- Old Maid
- Lotto Games
- Hidden Pictures
- Bean Bags

ADDITIONAL COMMENTS AND SUGGESTIONS:

CLASS LIST FOR MODALITY INSTRUCTION

Students Showing Moderate Need

Receptive Language

*SARAH MOYER
JUSTIN SILVERMAN
ABBEY THOMPSON
JERAD AMEEN

Expressive Language

JOEY TAYLOR
JONATHAN LIBEG
ERIN FORGASS
JUSTIN SILVERMAN
CATHERINE JULIAN
DAVID COCOA
LAURA GWYER
SARAH LOWREY
MEGAN WALSH
DEAN MARSCHEL

Auditory

JONATHAN LIBEG
CATHERINE JULIAN
JOSEPH CORNA

Visual Memory

*SARAH MOYER
JOEY TAYLOR
JONATHAN LIBEG
ERIN FORGASS
OLIVER ROLLER
KEVIN JORDAN
LAURA GWYER

Visual Discrimination

*SARAH MOYER
JOSEPH CORNA
NANI BARELAS
OLIVER ROLLER
ANGELA MARTIZEZ
DAVID COCOA

Fine Motor

*SARAH MOYER
JOSEPH CORNA
NANI BARELAS
OLIVER ROLLER
AMANDA TANIO
ANGELA MARTIZEZ
DAVID COCOA

Gross Motor

ANNA WELSH
KEVIN JORDAN
MATT COLETTA
LAURA GWYER

MODALITY INSTRUCTION Cont'd. . .

SAMPLE OF EARLY PREVENTION OF SCHOOL FAILURE

52 PREACADEMIC SKILLS

LANGUAGE SKILLS

Child is able to:

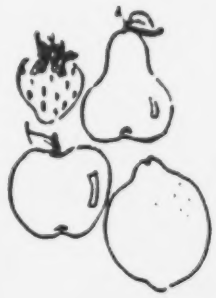
1. Identify and name common objects and pictures.
2. Use singular and plural forms of common words.
3. Communicate thoughts and needs in complete sentences of four to six words.
4. Recognize and name basic colors, shapes and sizes.
5. Dictate simple sentences about objects and illustrations.
6. Tell stories in sequence with without the aid of pictures.
7. Understand the meaning of basic concepts.
8. Recognize and name letters and some words.
9. Interpret story situations and predict story outcome.

Early Prevention of School Failure Developmental skills have been carefully researched and represent those preacademic skills in the areas of language, auditory, visual and motor. The skills are critical, observable and necessary for success in reading and writing.

These skills are introduced during small group instruction for children with considerable needs and moderate needs. Each skill is sequentially more difficult and should be taught in order at the concrete, semiconcrete and abstract level. Children learn through appropriate experiences. Extended practice is provided in a risk free environment.

Sample of A Parent - Teacher Activity Card

24 Big, Red and Juicy



Why:

Recognizing basic colors, shapes, and sizes is importa in developing descriptive communication skills.

What you need:

Food items, such as: strawberries, oranges, rice, etc.

What you do:

1. Bring several items of food to the table. Ask your chi to pick a food item that looks good.
2. Have him/her describe the item. (Example: "That is big, red, and juicy strawberry.")
3. Continue describing other items by color, size, a shape.

What else you can do:

Let the child eat the one that he/she thinks looks r appealing.

LANGUAGE SKILL: Recognize and name basic colors, shapes, and siz

CONCRETE - PROVIDING MULTISENSORY EXPERIENCES. LANGUAGE SKILL #4

The teacher gives a piece of fruit to the student and says, "This is a red apple." Teacher and child talk about the color, shape, taste, size, etc.

SEMICONCRETE - ASSOCIATING EXPERIENCES TO WHAT IS PREVIOUSLY UNDERSTOOD. LANGUAGE SKILL #4

The teacher says to the student, "Point to the red apple in the picture." The student points to the red apple and says, "This is the red apple."

ABSTRACT - THE CHILD CAN "PICTURE" THE CONCEPT IN HIS OR HER MIND: FEW IF ANY CLUES ARE GIVEN. LANGUAGE SKILL #4

Without using any graphics, the teacher asks the child to tell her about an apple. The student responds with a description including the color, shape, size, etc.

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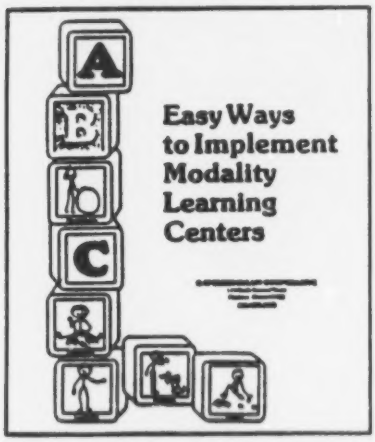
EFFECTIVE TEACHING STRATEGIES
TO MEET THE NEEDS OF ALL CHILDREN'S DEVELOPMENTAL LEVELS AND LEARNING STYLES

STRATEGY 1



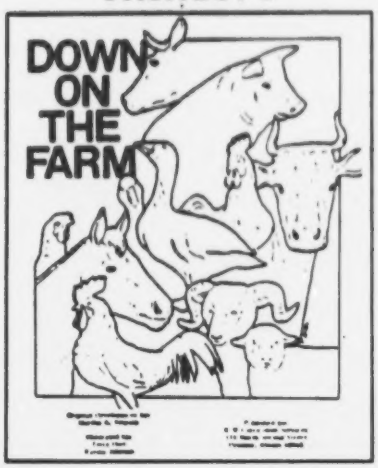
Extended Practice at Learning Centers

The use of learning centers can be a valuable method for integrating the EPSF skills. It provides opportunities for all children within the classroom to have successful, self directed experiences.

Materials Available:

Easy Ways to Implement Learning Centers
Effective Teaching Strategies Video:
Centers For Extended Practice and Listening Center

STRATEGY 2



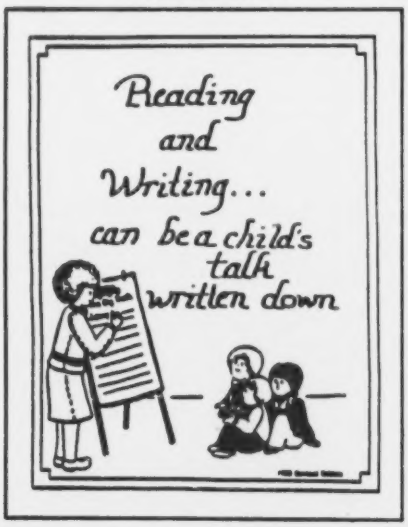
Theme - Unit Teaching

Through the use of theme teaching, the children begin to associate and recognize the patterns of learning. Concept association is vital for children who struggle with disjointed information.

Materials Available:

Bear Book / Down On The Farm / Apple Time
Effective Teaching Strategies Video:
Theme-Unit Teaching with workshop packet

STRATEGY 3



Reading/Writing/Listening

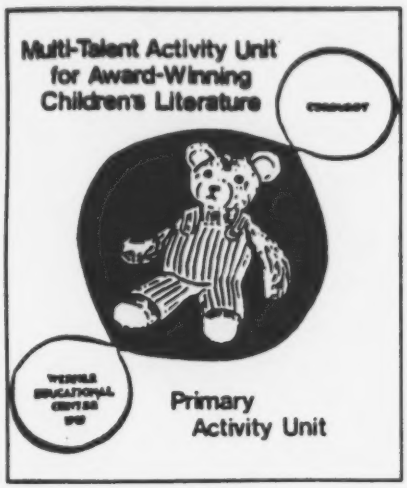
The revised Reading and Writing . . . includes examples of whole language activities used successfully by EPSF teachers to integrate reading and writing in kindergarten and first grade with the EPSF preacademic skills approach.

Materials Available:

Reading and Writing . . . can be a child's talk written down.

A 30 minute video includes videotaped demonstrations and the resource book Reading and Writing . . ., 125 pages of activities and teaching strategies to integrate reading and writing with EPSF preacademic skills.

STRATEGY 4



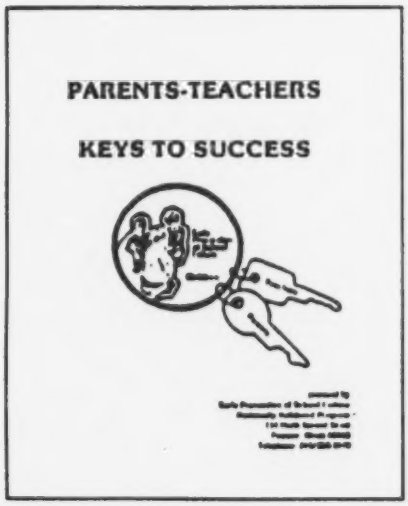
Teaching The Higher Process Thinking Skills Through Literature

Beyond academics we must also be concerned with every child's processing skills, the areas that are focused on productive thinking, planning, communication, forecasting and decision making.

Materials Available:

Talent Folders - 13 literature folders
Corduroy; Alexander & The Terrible . . .; The Little Red Hen; The Velveteen Rabbit; One Fine Day; Harry's Song; Very Hungry Caterpillar; Make Way for Ducklings; May I Bring A Friend?; Where the Wild Things Are; Sylvester and the Magic Pebble; Caps For Sale; Tale of Peter Rabbit

STRATEGY 5



Parent Involvement

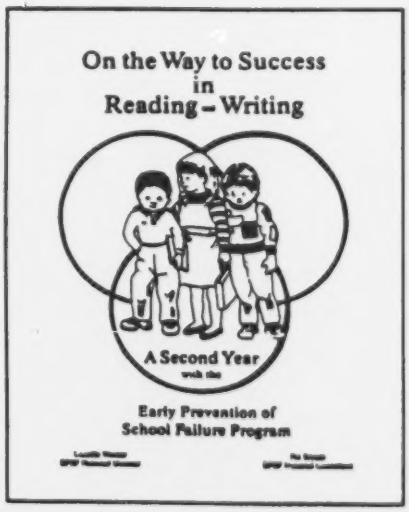
The involvement and support of parents is a vital element to successful schools. It is a continual process and one that must be nurtured. Parent involvement leads to community support, quality schools and successful experiences of children.

Materials Available:

Parents - Teachers - Keys To Success

Effective Teaching Strategies Video:
Parent Involvement, effective teaching workshop packet

STRATEGY 6



On The Way to Success in Reading and Writing

This second year kit provides teachers with activities and strategies for working with children who have not mastered the 52 preacademic skills and are not ready for a formal reading and writing program.

Materials Needed:

The second year kit includes:
- Teaching Manual
- 150+ Direct Teaching Skill Cards and Suggestions for Parent Activities
- Pre-writing Cards
- Skill Evaluation Cards
- Two Literature Based Talent Folders
- Reading and Writing Guide (Optional)

CURRENT EVALUATION STUDIES

Summary of Annual Study

A study of 3,337 students in 41 school districts in 19 states and the Virgin Islands was conducted during 1987 and 1988. This report will focus on the identified moderate risk and high risk student groups for the respective districts and states.

Outstanding results were achieved. For the PLS test, 98.7% of the districts had statistically significant higher posttest scores than pretest scores. For the PPVT test, 97.4% of the districts had significantly higher posttest scores. For the VMI test, 98.7% of the districts had significantly higher posttest scores.

Table 2 presents the averages for the pretest scores and posttest scores for each of the three tests: PLS, PPVT and VMI. If the posttest score is significantly higher than the pretest score, then it is asterisked. The resulting gain score is also provided. As indicated in this Table for all students, the posttest scores were significantly higher than the pretest scores for all three tests. The moderate risk students did better than the high risk students. Both the pretest scores and the posttest scores for all three tests (PLS, PPVT and VMI) were higher for the moderate risk students. This result is what one would have expected. The high risk students did have statistically significant posttest scores for all three tests though. The numbers in parentheses next to the respective scores represent the number of students in that group.

TABLE 2
AVERAGE SCORES FOR PPVT, PLS AND VMI TESTS
FOR ALL STUDENTS, MODERATE-RISK STUDENTS AND HIGH-RISK STUDENTS

Student Group	PLS Average	PPVT Average	VMI Average
All Students			
Pretest Scores	24.4	53.8	56.5
Posttest Scores	34.4*	66.9*	68.2*
Gain Scores	10.0 (3335)	13.1 (3312)	11.8 (3294)
Moderate-Risk			
Pretest Scores	26.8	57.5	58.5
Posttest Scores	36.2*	70.8*	69.8*
Gain Scores	9.4 (1836)	13.3 (1826)	11.3 (1820)
High-Risk			
Pretest Scores	21.3	49.2	54.1
Posttest Scores	32.2*	62.1*	66.4*
Gain Scores	11.1 (1499)	12.9 (1486)	12.3 (1474)

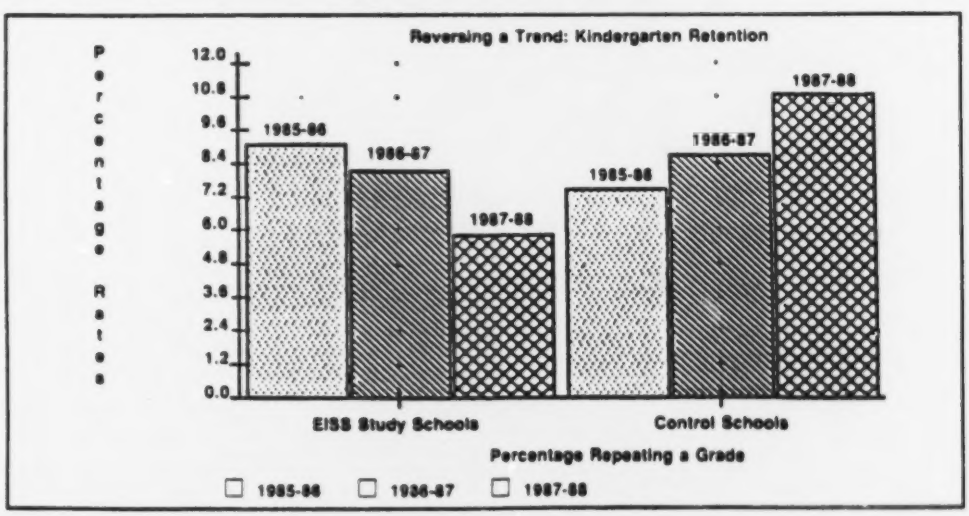
*The Posttest score was significantly higher than the corresponding pretest score at the .05 level.

Evaluation Report
Early Intervention for School Success
California State Adoption of Early Prevention of School Failure

Over a two-year period, the EISS Project has demonstrated a reversal of the usual decline in performance of at risk students. Instead, EISS students who entered school at risk have shown gains in all areas: have closed the gap between their abilities and those of average students. On nationally standardized tests a majority of these children have moved, in their first year of school, from expectations of failure to average levels of achievement. A majority can no longer be said to be at risk.

Reversing a Trend, Reducing the Number of Kindergarten Grade Repeaters

Here, too, EISS seems to be reversing a trend toward failure. In those EISS schools participating in the longitudinal studies, the numbers of children being held back is declining. In the matched comparison schools, it is on the rise.



EARLY PREVENTION OF SCHOOL FAILURE CLASSROOM MONITORING CHECKLIST

(Complete one form for each elementary school with pretest-posttest data)

The following Early Prevention of School Failure Classroom Monitoring Checklist will assist the district in determining program fidelity. Adaption of certain elements is expected in order to personalize the program and allow the district to have ownership of it. However, key components must be in place in order to maintain the program philosophy and goals. Please use this checklist to evaluate your program.

Name of Elementary School _____ Total # of Classrooms Monitored _____ # Kindergarten _____ # Other _____

School District _____ Address _____ Contact Person _____ Date Completed _____

Please respond "yes" when the specific task is completed. Use "partial" when the task is partially, but not totally implemented. "No" refers to the task not being done. Please note a reason for a "no" or "partial" response under "comments."

SIX ESSENTIAL ELEMENTS	Yes	Partial	No	Comments
1. **Team Screening** (including the classroom teacher) Screening of 4, 5, and 6 year olds in 5 modality areas using the EPSF screening test battery.				
2. **Team Conferencing** All team members conference on each screened child to determine developmental levels of modality skills. Computerized staffing report includes Student Profile, Class Grid, and Recommendations for Educational Services.				
3. **Educational Planning** A. **Skills Understood** Program implementor demonstrates thorough knowledge of the sequential developmental skills in each modality.				
B. **Modality Grouping** Students are grouped with other students with similar modality needs for diagnostic instruction.				
C. **Curriculum Planning** EPSF training and resource handbooks are used to plan and monitor the program's treatment component. Curriculum activity books and cards are used to assist in planning appropriate activities.				
D. **Curriculum Implementation** 20-30 minutes of daily small group modality instruction on concrete, semiconcrete, and abstract levels is provided.				
E. **Resource Help** Professionals, parents, and/or students are trained to assist the teacher in working with the program.				
F. **Classroom Structure** Classroom facilities are organized for both large and small group instruction. Materials are organized for easy access and management.				
G. **Discipline/Management Techniques** The success cycle is encouraged with appropriate materials for developing academic, social, physical and emotional maturity and flexible time for mastery of skills. Children learn to work in small groups with positive reinforcement.				
4. **Student Evaluation** Teachers record the child's progress in the EPSF Resource Index and Management Guide, Skills Checklist, and/or Class Grid.				
5. **Parent Involvement** Parents are actively involved in program activities, including parent orientation, support for the instructional program at home and in school, and program-related communication with members of the school community.				
6. **Program Evaluation** A. The unit team posttests identified students receiving treatment using the VMI, PPVT, and PLS to determine progress and educational prognosis.				
B. Program effectiveness is evaluated and goals are set for next year's screening, conferencing, implementation and evaluation activities.				
C. Program administrators and implementors assess degree of fidelity to the six essential elements of the EPSF program.				

SELECTED RESEARCH STUDIES AND PRACTICES RELATED TO SCHOOL SUCCESS FOR KINDERGARTEN CHILDREN

EARLY PREVENTION OF SCHOOL FAILURE
A Nationally Validated Program

The Early Prevention of School Failure program director and staff each year review the demands made by new adopters of the program as well as results of impact evaluation studies to determine if EPSF is continuing to meet the educational priorities of the nation, individual states and local districts. Each year millions of dollars are spent on early childhood programs. This focus on early childhood education by so many states has greatly affected the demands for the EPSF nationally validated program as indicated below:

1. The demand for EPSF staff to participate in national, regional and state professional conferences related to early childhood 'at risk' programs for identifying and matching learning styles to teaching styles and/or effective teaching strategies has increased 200% since 1986.

2. The demands of new adopters requesting EPSF training increased 100% since 1987.

3. The requests of State Facilitators as well as State Departments of Education for EPSF staff, Peotone director and Peotone national consultants to assist in coordinating and presenting advanced staff development workshops increased 500% since 1987.

"The dream that all children entering school would have successful learning experiences and be excited about learning has occurred in over 7,000 schools implementing the Early Prevention of School Failure nationally validated program since 1974," states Luceille Werner, National Director.

Three major national reports published recently by the U.S. Department of Education cite research and practice that bring about academic success for all children. The EPSF program has always taken the best we know in research and practice and put it into a program that works!

1. The U.S. Department of Education's report entitled **First Lessons — A Report on Elementary Education in America** focuses on the condition of elementary education. The first two curriculum areas cited as the elementary school's responsibility are "every elementary school can and must teach all its students to read and write." This is what EPSF is all about!

   The report cautions the reader to provide a kindergarten curriculum where young children learn best, programs that are flexible enough to handle individual differences. That is what EPSF is all about!

2. Another national report is entitled **Becoming A Nation of Readers.** The research findings in this report support EPSF curriculum strategies such as parent involvement, reading to children, writing children's stories, and many more! The EPSF program has been cited as addressing the recommendations of this report.

3. A third national report is entitled **What Works — Research about Teaching and Learning** published by the U.S. Department of Education. Again, this report supports EPSF curriculum components such as:

   a) Time students are actively engaged in learning contributes strongly to their achievement (15-20 minutes of EPSF modality teaching).

   b) A good foundation of speaking and listening helps children become better readers (EPSF developmental skills and modality centers).

   These are two research findings of many that support EPSF program components.

"Do the research findings in these recent national reports alter our knowledge on how young children learn and how we should teach for academic success? To the contrary, the findings in the reports support the present philosophy of the over 7,000 schools involved in the EPSF program today," states Luceille Werner.

Educators involved in the EPSF program know the world of children is not so simple today. Children are exposed to an environment that goes beyond the boundaries of family, school, and neighborhood. Some children experience the expanded world through travel; others, viewing television. Children's experiences may involve the best in music, art, play and/or, more controversial, television violence, changes in family structure and priorities. These differences in experiences create a great challenge for schools. With the support of the EPSF program our adopter schools are meeting this challenge in a very positive and effective manner. The EPSF director personally visited EPSF schools in at least twenty states during 1988 and found professional teams committed to providing an appropriate kindergarten program for all children. Continual working together will provide the professional leadership to continue to expand and enhance EPSF program components to better meet the learning styles and developmental levels of all children.

The impact of the EPSF program on state education developments can be seen by the following examples:

1. The state of California has passed legislation and funded Orange County for 1986-88 to adopt EPSF in forty new sites and to expand and enhance the program to better meet the unique needs of the identified "need" children in the state of California.

2. The state of Arkansas continued for a second year to use Chapter II funds for adopting the EPSF program because it meets the needs of the "at risk" students.

3. The states of South and North Carolina, Arkansas, Washington, Massachusetts, and Wisconsin find that the critical elements of EPSF with the 52 preacademic skills meet learner objectives for kindergarten in their respective states.

4. The state of Ohio conducted its third kindergarten conference supported by EPSF and the Ohio State Facilitator to focus on an appropriate curriculum for all kindergarten children!

EPSF was developed on a sound foundation of learning research and child growth and development. States now are discovering this research must be addressed if academic excellence is to be achieved by all students. The research on over 100,000 children in yearly EPSF evaluations has demonstrated a seven year developmental span in a class of twenty-five entering kindergarten children. A third longitudinal study is currently being conducted and involves a larger number of children representing rural, suburban and inner city settings from 10 states.

EPSF enhances the special needs of our evolving kindergarten population:

1. Children whose first language is Spanish, Cambodian, Vietnamese or Laotian
2. Children born into poverty
3. Children of teenage parents
4. Children who have experienced medical problems, e.g., premature birth
5. Children born into substance abuse

All children can be academically successful when educators are involved in implementing EPSF and its components:

1. Parent component: parents are involved in their child's education.
2. Screening component: teachers know each child's learning style and developmental level in language, auditory, visual and motor areas.
3. Educational planning: classroom teachers improve their skills in planning, management and teaching strategies to match the developmental needs and learning styles of each child.

As a result of EPSF inservice training, effective classrooms become more of a reality with all children achieving academic success as well as becoming excited about learning.

The schools are for the children. Each day when they walk through the door of their kindergarten classroom they should feel "wanted" and "excited about the learning opportunities." They should "meet with academic success." **That is what EPSF is all about!**

EPSF ACTIVITIES INCLUDE . . .

- **AWARENESS** presentations and/or materials are available on site, at conferences, and at demonstration centers throughout the United States.

- **TRAINING** workshops for two or three days (depending on staff experience) are provided for teachers of four to six year old children, school administrators and resource personnel (Chapter I, L.D. Psychologists, Speech).

- **FOLLOW UP** inservice sessions focus on classroom implementation of the suggested developmental curriculum activities through a detailed explanation of the modality skills, use of volunteers, organization of time/space/resources/materials and the help and cooperation of parents.

- **EFFECTIVE TEACHING STRATEGY WORKSHOPS** demonstrate the use of effective teaching strategies for obtaining higher student achievement.

- **CONSORTIUM MEETINGS AND STATE KINDERGARTEN CONFERENCES** provide program updates and ways to develop more effective programs through units, centers, etc.

- **LEADERSHIP SEMINARS** are provided for staff from outstanding adopter schools to learn advanced skills and consultative practices in order to become EPSF leaders in their local districts and states.

- **READING AND WRITING ONE DAY WORKSHOP** integrates the EPSF preacademic skills with the whole language approach.

EARLY PREVENTION OF SCHOOL FAILURE

- Is validated as an innovative, cost effective, educationally statistically significant, transportable nationally validated program.
- Is translated into several languages and has been validated as a Developmental Program, Chapter I and Migrant Program.
- Has been replicated by adopter districts in 49 states and 5 foreign countries.
- Helps SCHOOL DISTRICTS make more effective use of resource personnel.
- Shows TEACHERS how to identify learning styles and needs of all children as they enter school and provides follow-up inservice on effective teaching strategies.
- Helps CHILDREN master the preacademic skills related to reading success.
- Helps PARENTS understand the importance of early identification of learning needs and effective ways to help their children grow and learn.

Early Prevention of School Failure
114 North Second Street
Peotone, Illinois 60468
A Nationally Validated Developer-Demonstrator Model Project. Disseminated Nationally and Internationally.
Phone: (708) 258-3478

ADOPTION AGREEMENT

Name of School District: _____ Phone _____

Address City State ZIP

Contact Person _____

Names of Schools in District Implementing EPSF

Name of School Address City State ZIP Phone

Contact Person _____

Name of School Address City State ZIP Phone

Contact Person _____

Name of School Address City State ZIP Phone

Please list additional schools on the next page. Contact Person _____

Congressional District: _____ Size of Community — Please circle one: Big City Medium City Rural Suburb

Name of Trainer _____ Training Dates _____

No. of Schools to be involved in program: Public _____ Non-Public _____

No. of Classrooms to be served: Public _____ Non-Public _____

No. of Chapter I or Migrant: _____

No. of Administrators to be trained: Public _____ Non-Public _____

No. of Staff to be trained: Public _____ Non-Public _____

No. of Students to be involved in program: Public _____ Non-Public _____

Grades included: Pre-kindergarten _____ Kindergarten _____ First _____

Adopter School District Administrator Date

Director of EPSF in Peotone Date

Please return to:
Mrs. Luceille Werner
EPSF National Project Director
Early Prevention of School Failure
114 North Second Street
Peotone, Illinois 60468
Phone: (708) 258-3478

Early Prevention of School Failure

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ADOPTER BUDGET WORKSHEET

A. EPSF Computer Software (One per Corporation) ..... $ 165.00

B. Substitutes for Staff to Attend 2 Day Training ..... $ _____

C. Staff Travel Expenses (Mileage, Meals, Lodging) ..... $ _____

D. Number of Staff to Be Trained ..... _____ x $11.00 = $ _____
   Screening and Conferencing Manual ($5.50)
   Implementing and Evaluating a Developmental Program ($5.50)

E. Number of Screening Teams: ..... _____ x $276.77 = $ _____
   Preschool Language Kits (2 @ $85.00 ea.)
   Motor Activity Scale ($10.00)
   Peabody Picture Vocabulary Test, PPVT Form L ($42.50)
   Developmental Test of Visual Motor Integration Manual ($14.32)
   Test Booklets (25 for $39.95)

F. Number of Classes to Be Screened: ..... _____ x $7.00 = $ _____
   PPVT Individual Record Sheets (Package of 25 - $7.00)

G. Number of Teachers Using Program: ..... _____ x $94.00 = $ _____
   Managements Guides (Set of five - $35.00)
   Building Readiness through Perceptual Skills ($8.00)
   Portable Resource Kit Guide ($8.00)
   Recipes for Homemade Teaching Materials ($7.00)
   Parent Activity Cards ($36.00)

H. TOTAL ..... $ _____

****

Notes: If teams do not conduct screening simultaneously, they may share the items in section E above.

Item G above refers to the kindergarten and first grade teachers who will be doing modality instruction in their classrooms.

All items are purchased from the EPSF office in Peotone, Illinois with the exception of the Developmental Test of Visual Motor Integration (VMI) which is available from Modern Curriculum Press, 13900 Prospect Road, Cleveland, OH 44136 and the Peabody Picture Vocabulary Test (PPVT) which is available from American Guidance Service, Inc., Publishers Bldg., Circle Pines, MN 55014. Also, the VMI and the PPVT may already be available somewhere within your schools.

The EPSF professional staff will provide printed handouts at no cost to the adopter district. The staff is willing to provide two trainings (Tuesday and Wednesday at one site, and Thursday and Friday at a second site) in a week to help save on travel cost to local schools. Workshop attendance should not exceed 40 participants.

Consultant Cost for Training

I. Option 1 - Two Day Training by Peotone Staff
   a. Consultant contract - two day honorarium
   b. In state per diem (food, motel, transportation) = $_____ per day
      (This cost depends on local school arrangements.)
   c. Cost of airfare

   Option 2 - EPSF State Certified Trainer
   a. Two day training based on local school needs
   b. Airfare or mileage to school = $_____
   c. In state per diem for meals, motel and transportation would be the same as for Peotone staff (based on local arrangements).

We have excellent EPSF Certified Trainers and encourage you to invite them to provide training if your numbers for training are reasonable and the training includes only classroom teachers and local school specialists.

There are NO consumable materials to purchase each year.

II. One Day Follow-up Inservice
   to local district by Certified Trainer or EPSF staff member. Travel cost and honorarium to your school = $_____

III. Follow-up can be done with the EPSF consultant visiting classrooms in the morning. You will need half-day substitutes for teachers in the afternoon.

Early
Prevention
Of School
Failure
A Program
That Works!

EARLY PREVENTION OF SCHOOL FAILURE

114 North Second Street

Peotone, IL 60468

(708) 258-3478

FAX (708) 258-3484

PURCHASE ORDER NO. _____

DATE needed for workshop/training/classroom use _____

NAME OF TRAINER _____

NAME OF SCHOOL _____

SCHOOL ADDRESS _____

CITY, STATE, ZIP _____

CONTACT PERSON _____

PHONE: (____) _____

Please allow **three** to **four** weeks for delivery.

Prices reflect current production costs and include postage and handling.

Make checks payable to EPSF.

Mail or telephone the above information to place your order.

AWARENESS MATERIALS ARE AVAILABLE TO ANY SCHOOL, DISTRICT OR STATE OFFICE PERSONNEL INTERESTED IN THE EPSF PROGRAM

AWARENESS PACKETS provide an overview of the program for interested individuals or workshop participants.

	AWARENESS PACKET and BROCHURE	NO CHARGE

VIDEO TAPES for awareness, training and follow-up sessions. Recommended for district use and in-service.

	VIDEO - OVERVIEW OF EPSF (1989) (18 minutes)	$ 30.00	
	VIDEO - AT RISK-DROP OUT (Awareness) (1987) (22 minutes)	$ 30.00	

EPSF CURRICULUM MATERIALS AVAILABLE TO (1) TRAINED ADOPTERS, AND (2) ADOPTERS PLANNING TRAINING SESSIONS FOR EPSF K AND/OR FIRST GRADE IMPLEMENTATION TEAMS

TRAINING AND RESOURCE GUIDES meet the unique needs of workshop participants during training; allow for flexibility in implementation of model; and keep program development information current. One set is needed for EACH participating team member.

**	IMPLEMENTING AND EVALUATING A DEVELOPMENTAL PROGRAM	$ 5.50	
**	SCREENING AND CONFERENCING	$ 5.50	

EPSF DEVELOPED SCREENING KIT AND MANUALS: One set is needed for EACH school or building participating in screening.

**	PRESCHOOL LANGUAGE SCALE KIT is an EPSF staff developed screening kit which includes a box with a set of toys, a set of nine picture cards, an individual test record form, a revised Computer Input Sheet, and a Revised PLS Manual (1989). PLS MANUAL includes the test instrument; information for administration and scoring; reliability and validity data; standardization procedures; and norms tables (Revised 6/89) May be ordered separately.	$ 85.00 $ 10.00	
**	MOTOR ACTIVITY SCALE is a measure of perceptual motor skills. The manual includes the test instrument; information for administration and scoring; reliability and validity data; standardization procedures; and norms tables. (Revised 6/89)	$ 10.00	

CONFERENCING: Software for scoring, interpretation of scores and educational planning. One disk recommended for EACH school or district.

**	EPSF SCORING AND INTERPRETATION COMPUTER PROGRAM & MANUAL The EPSF computer program is designed to analyze pretest and posttest screening results; print examiners' observations and a student profile; provide a profile of the class for individual and small group modality instruction; print a parent letter including the child's developmental level and a list of activities for home reinforcement of classroom instruction. IBM and Apple II compatible.	$165.00	

CLASSROOM MANAGEMENT: One set of five guides recommended for each teacher (Revised 8/88)

**	MANAGEMENT SYSTEM GUIDES' Each guide is designed to assist teachers select appropriate activities for teaching each modality skill; simplify lesson planning; and provide a selection of sample planning and management schedules teachers may choose from to record their observations of modality skill practice sessions. ___ Auditory ___ Language ___ Visual ___ Fine Motor ___ Gross Motor	$ 35.00 set $ 7.00 ea.	

VIDEO TAPES for school or district staff development workshops

	EFFECTIVE TEACHING STRATEGIES VIDEO and GUIDES (Nine Modules) (80 minutes) Each of nine resource modules provides videotaped demonstrations and printed materials to reinforce EPSF effective teaching strategies (introduced in EPSF initial two day training) through a series of staff development workshops conducted by a trained EPSF team member from a local school or district.	$250.00	
	MAKING THE READING AND WRITING CONNECTION VIDEO and BOOK (30 minutes) Includes videotaped demonstrations and the resource book READING AND WRITING . . . CAN BE A CHILD'S TALK WRITTEN DOWN, 125 pages of activities and teaching strategies to integrate reading and writing with EPSF preacademic skills.	$135.00	

**Materials used for initial two-day training and implementation.

EPSF CLASSROOM ACTIVITY AND RESOURCE GUIDES COMPLEMENT PRESCHOOL, KINDERGARTEN AND FIRST GRADE PROGRAMS - AVAILABLE TO ALL INTERESTED PERSONS -

CLASSROOM ACTIVITY/RESOURCE GUIDES One set recommended for EACH classroom.

**	PARENT ACTIVITY CARDS are designed to assist the classroom teacher integrate the classroom instructional program with the parent program. Coding cards are included to simplify planning appropriate activities in modality areas, from concrete to abstract levels, at home and in school.	$ 36.00	
**	BUILDING READINESS THROUGH PERCEPTUAL MOTOR SKILLS is an invaluable guide for teachers working with special need 4, 5 and 6 year old children. Visual, auditory, kinesthetic skills are emphasized.	$ 8.00	
**	PORTABLE RESOURCE KIT GUIDE to methods and techniques for using 40 commercial instructional materials to teach language, visual and auditory skills and motor coordination in school or at home.	$ 8.00	
**	RECIPES FOR HOMEMADE TEACHING MATERIALS lend themselves to parent or family make-and-take workshops using a tried and true collection of recipes for home or teacher made teaching aids.	$ 7.00	
**	PARENT-TEACHERS: KEYS TO SUCCESS A notebook of materials that includes: 1) Parent involvement slides which can be used in training parent/student classroom volunteers. 2) A parent resource booklet to give parents ideas on how to make learning exciting for their child. 3) Monthly calendars with developmental activities to send home for parents to practice with students and younger siblings.	$ 28.00	
	ON THE WAY TO SUCCESS IN READING AND WRITING, a second year kit, provides teachers with activities and strategies for working with children who are not ready for a formal reading program. The kit includes a Teaching Manual, 150+ Direct Teaching Skill Cards with suggestions for parent activities, Prewriting Cards, Skill Evaluation Cards, two literature based Talent Folders, and a Reading and Writing Guide. Available. December 1, 1989 Option: Without the Reading and Writing Guide	$ 79.00 $ 64.00	

ADDITIONAL CLASSROOM RESOURCE MATERIALS One set recommended for each implementing team working with identified "at risk" children.

	EASY WAYS TO IMPLEMENT LEARNING MODALITY CENTERS is a step-by-step teacher's guide for setting up modality centers. Included are ideas for beginners to arrange schedules and organize their classrooms.	$ 7.50	
	UNIT/THEME BOOKS each contain more than 65 student activities and sample response sheets for presenting a "whole picture," a story, unit or field trip, using the EPSF Preacademic Skills Checklist as a developmental framework. _____ Apple Time _____ Bear Book _____ Down On The Farm	$ 22.50 set $ 7.50 ea.	

RESOURCE MATERIALS FOR IMPLEMENTING AND INTEGRATING EPSF PREACADEMIC SKILLS WITH SCHOOL CURRICULA FOR READING AND WRITING - AVAILABLE TO ALL INTERESTED PERSONS -

1988	READING AND WRITING . . . CAN BE A CHILD'S TALK WRITTEN DOWN includes examples of whole language activities used successfully by EPSF teachers to integrate reading and writing in kindergarden and first grade with the EPSF preacademic skills approach. Included are 22 pages of Blackline Patterns. (Also offered as a package with the video: Reading and Writing Connection.)	$ 15.00	
	EPSF CODING BOOK, VOLUME II codes EPSF preacademic skills to commercial basal reader skills. This guide allows the teachers to link their selected basal readers with the EPSF developmental skills to meet the wide range of needs in kindergarten and first grade.	$ 8.00	

**Materials used for initial two-day training and implementation.

CLASSROOM AND PARENT ACTIVITY GUIDES
SUITABLE FOR DEVELOPMENTAL AGES THREE, FOUR and FIVE
- AVAILABLE TO ALL INTERESTED PERSONS -

ACTIVITY GUIDES and BOOKS are suitable for developmental ages three, four and five and may be appropriate for a preschool or kindergarten class.

	BUILDING LEARNING SUCCESSES FOR THREE AND FOUR YEAR OLDS is the EPSF approach to preschool programming involving educators and parents. It is a step-by-step plan for implementation, daily scheduling, lists of materials, equipment, and suggestions for screening instruments.	$ 7.00	
	A PARENT GUIDEBOOK FOR FUN ACTIVITIES using cooking, art, language and motor exercises to teach preacademic skills; a necessary foundation for reading and writing.	$ 5.00	
	EARLY LEARNING ACTIVITIES FOR THREE, FOUR and FIVE YEAR OLDS	$ 12.50	
	ME UNIT	$ 5.00	
	COLOR UNIT	$ 5.00	

EPSF GIFTED LEARNING MATERIALS FOR TEACHING
HIGHER PROCESS THINKING SKILLS
- AVAILABLE TO ALL INTERESTED PERSONS -

FIFTEEN MULTIPLE TALENT ACTIVITIES for each book are included in a literature folder designed to stimulate educators and parents to teach creative thinking, planning, communication, predicting and decision making skills.

	CORDUROY	$ 7.25	
	ALEXANDER & THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY	$ 7.25	
	THE LITTLE RED HEN	$ 7.25	
	THE VELVETEEN RABBIT	$ 7.25	
	ONE FINE DAY	$ 7.25	
	HARRY'S SONG	$ 7.25	
	VERY HUNGRY CATERPILLAR	$ 7.25	
	MAKE WAY FOR DUCKLINGS	$ 7.25	
	MAY I BRING A FRIEND?	$ 7.25	
	WHERE THE WILD THINGS ARE	$ 7.25	
	SYLVESTER AND THE MAGIC PEBBLE	$ 7.25	
	CAPS FOR SALE	$ 7.25	
	TALE OF PETER RABBIT	$ 7.25	

	K-W GUIDE TO TALENT ACTIVITIES (Primary Edition) A collection of 84 Primary Talent Activities developed for teaching higher process thinking skills in the content areas.	$ 10.00	
		TOTAL ENCLOSED	

Prices effective 11/89

Please allow three to four weeks for delivery.

Prices reflect current production costs and include postage and handling.

Make checks payable to EPSF.

(708) 258-3478

FAX (708) 258-3484

Each child is different
each child is unique.
Some learn what they hear
some learn when they speak.
Some learn when they move
some learn when they sit;
Some learn a lot
some only a bit.
So when you are with children,
carefully recognize each learning style.
Nurture and challenge
and extend their reach.
For that is why
you've chosen to teach.

Rita Dunn
Calligraphy by
Barbara Garcia

	LANGUAGE	AUDITORY	VISUAL	FINE MOTOR	GROSS MOTOR
Moderate and Considerable Strength	This child talks..... a lot, in complete sentences with lots of descriptive words. Child has a large vocabulary and understands words "beyond his/her years."	This child will repeat the original teacher direction 10 minutes later when teacher tries to change it..... Child is excellent mimic, does very well with phonetic sounds and several oral directions.	This child can tell you that "you wore those shoes last week" or you changed something on the bulletin board. The child will quickly identify any visual stimuli. Learns sight words easily.	This child loves to doodle, color, paint, take things apart, etc. Manipulation of the fine motor muscles is excellent. Pencil is held correctly and with appropriate pressure.	This child is the class "jock". Child has good coordination, balance, and is usually one of the first to be chosen on a team.
Average Developmental Level	Child talks in sentences, is willing to communicate, and enjoys rhymes, word games, and being read to.	Child usually can follow 3-4 direction levels in kindergarten. He/she learns to identify letter sounds when taught, and can usually discriminate differences in pitch.	Child learns to recognize and reproduce letters and numerals, likes to look at pictures, tracks well with the eyes, and feels comfortable with most visual tasks.	Child learns to use pencil, scissors, and other tools appropriately. Starts at top of line. Writing is fairly equal in size and child learns correct spacing.	Child learns to play most games with a certain degree of success. He/she can balance, learn to skip, and enjoys most physical games.
Moderate Need	Teacher may have to request this child to answer in order to obtain verbal response. Child often does not speak in complete sentences and occasionally substitutes incorrect words.	This child is often at your desk asking you, "What did you say I was to do?!" You frequently have to call this child's name, and then you find that one of the three directions was not completed. Some letter sounds are difficult.	This child often has some reversal problems. He/she may easily skip from line 1 to line 3 when reading or just skip over words. Visual clues usually need oral direction or tactile assistance. Often does one or two problems on a work sheet and then "loses it".	This child's paper may have holes in it from too much pressure on the pencil or from the constant erasing. Child often goes over or out of the writing space and can be observed using entire arm, shoulder, and possibly the tongue. Pencil may be held incorrectly.	This child would rather stay inside and help the teacher, than go out and play ball. When you watch him/her play, something seems a little out of kilter. Child has trouble stopping, starting, and with balance activities. Eyes and hands often do not work together.
Considerable Need	Child rarely communicates. Will let others talk for him/her. Teacher has to "pull" words from child. Teacher often will not call on this child unless there is a lot of time.....	The blank look sometimes really gets to you. You wonder if the words were comprehended by this child. One and simple two direction levels are sometimes hard. Child has trouble discriminating sounds. Attention is short and lots of time has "acting out" or "withdraw" behavior.	This child mixes b's and d's, q's and g's, etc., easily. It is difficult for this child to discriminate any visual difference. Visual memory skills are also weak. Child may not remember what card you just removed. Has many unfinished work sheets in desk.	This child will find any and all excuses not to do worksheets. Writing is a major task. Scissors wobble and there is high anxiety when craft projects are being done that require detail. Child often will comment on how poor his products look.	This child's physical posture says "trouble". He/she is usually less flexible and has a hard time integrating activities. They're usually the last ones picked by peers in physical games.

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